DOCUMENT RESUME

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IDENTIFIERS	*Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," was begun in 1971 and serves about 300 students in kindergarten through grade 6. Three or four children from each class, who are identified by test results and/or evaluation by a teacher or a reading consultant as those most in need of remedial reading instruction, are selected for tutoring. Teachers have the options of meeting with this small group before or after school and of instructing their own students or those from another class. For each child a diagnosis is made and specific long- and short-term goals are established, all of which assist the teacher and reading consultant in preparing an individualized study plan. Substitute teachers are also available to relieve the regular teacher if a need exists to meet with the reading consultant during the school day to discuss a particular problem. (TO/AIR)

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Mamaroneck Reading Program

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CS001860

MAMARONECK
PUBLIC SCHOOLS

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MARGERY R. BERNSTEIN
PROGRAM EVALUATION AND RESEARCH

ED106809

Memo to those who request information about the Mamaroneck Reading Program

In response to your recent inquiry, we are pleased to send information on our reading program.

The major components are as follows:

1. An intensive inservice course, entitled UMBRELLA FOR READING, for teachers, aides, and volunteers was given in 1971-72. It has been followed by a continuing individualized program in which school-based reading consultants work with classroom teachers during school time. Time for these conferences is made available by having substitutes cover the teacher's class.

2. A tutorial program is included in the contract between the Mamaroneck Board of Education and Mamaroneck Teachers Association. Three or four children from each class are selected for tutoring. Teachers have the options of meeting with this small group before or after school, and of instructing their own students or those from another class. For each child a diagnosis is made and specific long- and short-term goals are established to help the teacher and reading consultant prepare an individualized study plan. Tutoring takes place in the teacher's classroom.

3. The Wisconsin Design for Reading Skill Development is a comprehensive management system to guide grouping for and planning of skills development instruction and to monitor each pupil's progress in the development of word attack and study skills. Materials in other skill areas are being developed.

4. Resource rooms in each building were established cooperatively by the teachers. They house books, maps, kits, audiovisual equipment, drill materials, and games, thus maximizing the availability of materials and minimizing cost.

5. The total Mamaroneck reading program is part of our overall Language Arts Program, characterized by:

- Use of varied materials to meet individual pupil's needs.
- Involvement of the administration as well as librarians, physical education, art, and music teachers and the pupil personnel team consisting of psychologists, speech and reading consultants, learning disabilities specialists, and nurses.
- Systemwide evaluation.
- Monitoring of pupil progress.
- A program to teach library use.

6. Staff commitment to the reading program

7. A system of accountability

Thank you for your interest. If we can be of further help, please let us know.

Sincerely,

Margery R. Berenstein

MRB/ml

The enclosures listed below give further details on the

MAMARONECK READING PROGRAM

A. Detailed list of components of the Mamaroneck Reading Program prepared using the outline provided by the New York State Education Dept., Bureau of Reading Education.

B. (1 and 2) flyer and material describing UMBRELLA FOR READING.

C. Material on Tutorial program: pupil selection, methods, materials, evaluation.

D. Material on Wisconsin Design for Reading Skill Development.

E. Mamaroneck Reading Progress Card.

F. Sample of locally developed test of library skills (grade 5).

COMPONENTS OF THE MAMARONECK READING PROGRAM

Prepared according to guidelines provided by the
New York State Education Department, Bureau of Reading Education

Cherie Schade, Reading Coordinator

I. CLASSROOM

A. Sequential Skills Program

1. Objectives/goals are stated by teachers.
2. Recognition of:
   a. Motor auditory visual development
   b. Word analysis
   c. Vocabulary
   d. Comprehension:
      literal meaning
      critical reading
   e. Study skills
3. Appropriate time is allotted for instruction of specific skills, as well as the application of such skills in content areas.
4. Teacher time is devoted to groups, and/or individuals, for directed skill development.

B. Varied Program or approaches available in given classroom for various needs of students.

1. A number of different types of approaches are available in classroom.
   - basal (phonic/whole word approach)
   - language experience
   - programmed
   - other
2. Teachers use appropriate available materials for individuals or groups of learners.
3. An established file of available materials is used by teacher.

C. Time devoted to free, enriched, recreational reading:

1. A classroom library is available.
2. There is freedom to use the school library extensively.
3. Time is devoted to individual choice of reading materials and independent pursuit of reading.
4. Time is devoted to reading to or having literature read to students.
5. Literature of various types is shared with students to encourage broader reading interest: i.e., poetry, prose, drama.
6. Advantage is being taken of other media to enrich reading taste: i.e., television, film, records/tapes.

D. Cumulative Data on students' reading needs (record keeping)

1. Comprehension check list of skills are available and used by teacher.
2. Anecdotal records are kept by teachers on individual students.
3. Students are apprised of their reading strengths, deficiencies, and progress.
4. Teachers are familiar with students' clinical records, such as psychological, emotional, health, and other needs of student.

I. CLASSROOM (cont'd)

D. 5. Teachers are aware of student's independent reading accomplishments and interests.
6. There is a set method for establishing instructional reading levels of students.
- teacher-made inventories
- commercially prepared inventories
- book tests
- other

E. Existence of classroom philosophy regarding reading instruction:
1. Teacher can articulate general basis of goals and objectives in teaching reading.
2. The teacher puts into practice the articulated philosophy.

II. SCHOOL SERVICES

A. Special reading services:
1. There is a reading teacher in the school.
2. Individual time is offered outside classroom to children with reading problems.
3. The reading teacher is available to classroom teachers for assistance in the development of reading program and/or content area programs.
4. The reading teacher supplies suggestions for materials to be used for individual needs of children.
5. The effectiveness of the reading materials in use is assessed by the reading consultant and classroom teachers.

B. Active and participating role of library/librarian:
1. An ongoing instructional program of library skills is conducted by the librarians. It includes instruction and practice in such skills as selection of primary resource materials, locational skills, and classification skills.
2. A wide variety of materials is represented in the library: i.e., all levels of difficulty, wide variety of subjects, variety of media.
3. The librarian devotes time to individual class projects. There is coordination between librarian and the classroom teacher.

C. Formal schoolwide diagnostic evaluation regularly offered:
1. Schoolwide standardized testing is administered according to a system-wide schedule.
2. Standardized test results are utilized.
3. Test selection procedures are established by a Testing Committee with input by a reading consultant.
4. Test scores are readily available.

II. SCHOOL SERVICES (cont'd)

D. Maintenance of ongoing inservice assistance to teaching staff:
1. An inservice program in reading was developed for teachers and conducted by reading consultants. Continued offerings are tailored to expressed needs of classroom teachers.
2. Demonstration lessons are available for classroom teachers.
   a. offered by reading consultant.
   b. initiated on request of classroom teacher or as the need is perceived by reading consultant.
3. Audiovisual equipment is available for use in this area.
4. Resource people are available.

E. Professional library facilities for staff development:
1. Professional materials are kept in a specified area in the school.
2. Various kinds of materials are available: i.e., manuals, magazines, texts, micro fiche, tapes (audiovisual).
3. There is a wide input in selection of materials.
4. Available information is disseminated to the staff.
5. Materials are circulated.
6. Staff can readily secure materials.
7. Opportunity is provided for discussion of information gained by staff through the circulation of appropriate materials.

F. Importance of teacher visitation to other classrooms, schools, conferences:
1. The teacher has an opportunity to visit outside the classroom during school time.
2. Sufficient time is permitted per teacher.
3. Teachers are encouraged to use this opportunity.
4. Various types of outside activities are supported:
   - interschool visits
   - intraschool visits
   - conferences
   - institutes
   - special education centers
   - other

G. Establishment and recognition of general school philosophy underlying reading instruction.
1. School or district philosophy regarding reading instruction is stated in several intradistrict publications.
2. The staff is knowledgeable regarding the intent of this philosophy.
3. This philosophy has opportunity to evolve from year to year.

H. Active and participating role of school administrator.
1. The administrator plays a role in grouping of children.
2. The administrator plays a role in scheduling.
3. The administrator plays a role in determining methodology and materials to be used in classroom reading instruction.
4. The administrator provides opportunity for staff evaluation of this program.
5. The administrator is a coordinating factor in all available school services.

II. SCHOOL SERVICES (cont'd)

I. Active and participating role of guidance and psychological services:
   1. Psychological services are available.
   2. The nature of the service is varied.
      - personal contact is made with individual students.
      - individual contacts are made with teachers.
      - follow-up report is made to parent, principal, and teacher.
      - student progress is followed up.
   3. Psychological services are coordinated with instructional services.

III. COMMUNITY/SCHOOL RELATIONSHIPS

A. Informing community:
   1. Reporting reading performance to parents.
      a. Parent/teacher conferences are held twice a year or as need arises.
      b. Reading achievement is reported on parent conference forms.
      c. Standardized scores are reported to parents.
   2. Extent of parent information contacts:
      a. Standardized test results are explained to parents.
      b. Informational meetings are held for the purpose of explaining the existing reading programs.
      c. An effort is made to inform parents regarding major changes in approach or materials to be used in classrooms.
      d. Selective recommendations are made for parent involvement.
      e. An effort is made to consider parent feedback regarding existing reading practices in the schools.

B. Involving community:
   1. Parent volunteer services are available in the school.
      a. Some volunteers are responsible to the reading consultant.
      b. There is a training period.
      c. The reading consultant is responsible for training.
      d. Each school has a coordinator of volunteer services.
   2. Teachers accept volunteer services within their classrooms.

IV. OTHER ASPECTS

A. Coordination of systemwide plan.
B. Relevant inservice work.
C. An effective systemwide plan for evaluation.
D. Availability of individual instruction for many students.
E. Varied materials to meet individual needs.
F. Housing of materials in a resource room.
G. Involvement of librarians, physical education, art, and music teachers as well as pupil personnel team.
H. Additional tytorial time given to meet individual needs of children.
I. Reading coordinated with the total Language Arts curriculum.
J. The reading program adapted to the alternate forms of education available.

With the advent of the Wisconsin Design (both Word Attack and Study Skills) and the new Language Arts curriculum, the need for a resource room in each school was made manifest to all concerned. Keeping this concern foremost in mind, the reading consultants set about to set up these vital areas in each building with the support of administrative personnel.

Rooms were set up in each elementary school to house materials and equipment which would be of use to the entire school population. Specimen sets of books are housed in this room to acquaint teachers with new materials available on the market. Kits and other large expensive items are also housed there to provide the greatest amount of material for the least expenditure of money. Wisconsin Design materials are also housed in this room with a filing system which has lists of available material which have been cross referenced to the various objectives outlined by the Design.

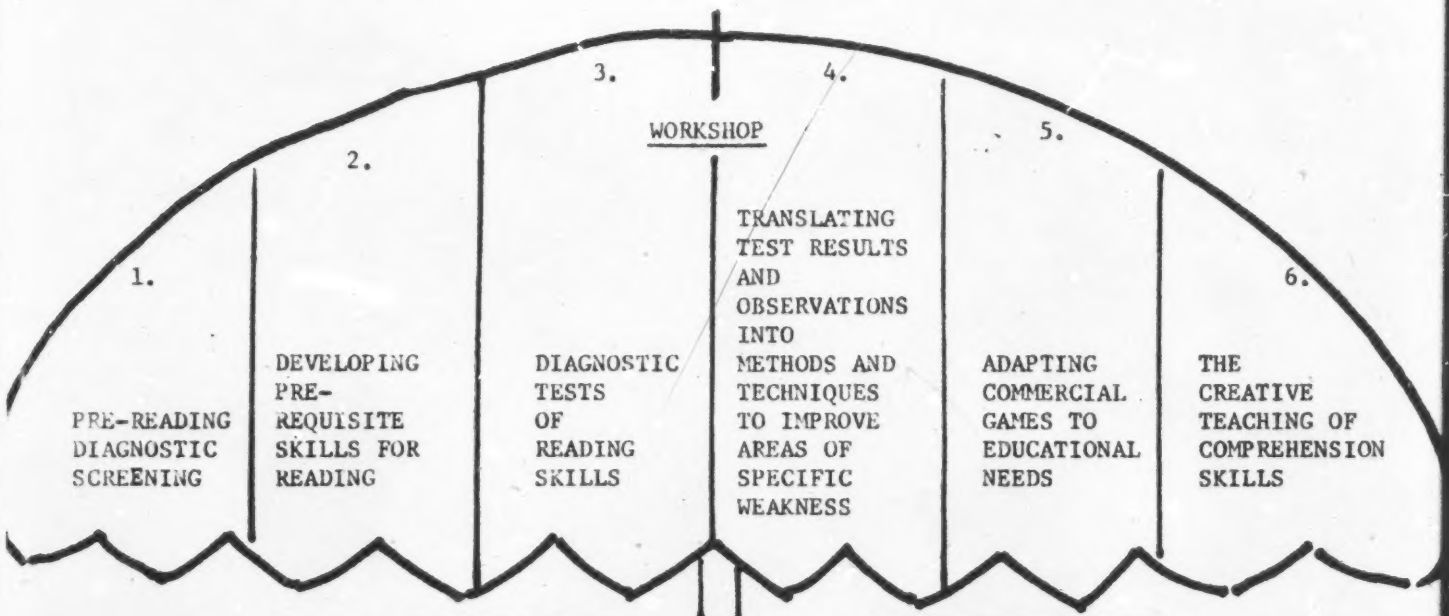
The reading consultant is in charge of the resource room and all materials housed within. This system provides an excellent vehicle for controlling the reading program from a central place. Teachers are encouraged to make use of the Resource Room in each school for materials and suggestions for the most effective instruction in the area of reading and language arts.

Language and speech consultants and reading consultants met in the spring of 1974 to order materials which would be of benefit to the teaching of language arts with an emphasis on listening and speaking skills. These materials are to be housed in the Resource Rooms for dissemination to all teachers.

All materials, books and equipment housed in the Resource Rooms have been listed and categorized. This list has been added to the back of each Language Arts Curriculum and given to each teacher so they are kept abreast of materials available to them.

Through the use of the Resource Rooms, teachers and reading consultants can work together to provide optimum reading and Language Arts instruction for each child.

AN UMBRELLA BUILT FOR TWO



TEACHER RELEASE TIME

THE TEACHER AND THE READING CONSULTANT WILL DIAGNOSE AND PLAN A READING PROGRAM FOR SPECIFIC CHILDREN.

TEACHER WILL PLAN A PROGRAM WITH VOLUNTEERS WHO WILL BE ASSIGNED TO WORK WITH SPECIFIC CHILDREN WHO HAVE UNDERGONE CAREFUL SCREENING.

THE "RIGHT-TO-READ" PROGRAM

TEACHERS TO WORK WITH SEVERAL CHILDREN TWICE A WEEK.

SELECTION:
1. BELOW GRADE LEVEL
2. HIGH POTENTIAL
3. NO SEVERE EMOTIONAL OR PERCEPTUAL PROBLEMS. AVERAGE OR BETTER IQ.

TEST TO DETERMINE SPECIFIC NEEDS- GROUP DIAGNOSTIC.

SELECTION OF TEACHER WHO CAN BEST MEET THE NEEDS OF SPECIFIC CHILDREN. TEACHER WILL NOT WORK WITH THEIR OWN PUPILS.

PERIODIC RE-ASSESSMENT.

Mamaroneck Reading Program
Mamaroneck, New York

2. Objectives for Teachers

a. The teacher will list the prerequisites for initial reading and for two more advanced reading tasks of his/her selection.

b. The teacher will select a reading diagnostic test, an interest inventory and a test of visual and auditory perception, administer it to one child and write a diagnostic interpretation of the results.

c. The teacher will select from a variety of materials and techniques those that will help a given child build on his strengths and overcome his weaknesses and will construct a plan for using them.

d. Given a child with a difficulty in auditory or visual perception, the teacher will devise or choose techniques for intervention to eliminate the identified specific perceptual weaknesses and will initiate a plan for remediation.

e. The teacher will identify the phonic skills necessary to decode a given reading selection and will demonstrate the ability to teach these skills.

f. Given a pupil who is able to read independently but who says he doesn't like to read, the teacher will use interview and/or interest inventories to identify a specific interest, locate materials of his reading level related to this interest, and develop with him a project that will involve him in reading.

g. Given a student of superior reading ability, the teacher will list three activities and three materials of appropriate difficulty and challenge to use in an individualized reading program.

h. Given a student whose actual reading ability is below his potential, as indicated by his general intelligence level, the teacher will list three activities and three materials for an individualized reading program.

i. Given a child with a specific reading difficulty, the teacher will make either a game, write a passage, or plan an experience that responds to this child's difficulty.

j. The teacher will conduct his/her reading class in such a way as to develop a more positive attitude toward reading by the pupils.

3. Outline of Learning Activities for the Teachers

The following are examples of learning activities related to the specific objectives. Further activities will be designed throughout the 1971-1972 school year.

a. In a game situation, teachers and aides will be led to identify the prerequisites they need to participate effectively in the game. An analogy between the prerequisites for the game and the prerequisites for a specific reading task will be drawn; e.g., prerequisite of knowledge of alphabet before learning dictionary use.

b. Teachers will be given sample copies of a variety of diagnostic reading tests, interest inventories, and tests of visual and auditory perception to examine and try out on each other.

c. The collection of materials and equipment for the teaching of reading assembled in the professional library will be utilized by the teachers involved.

d. Teachers will be instructed in the use of, and will work with, such materials as Frostig, listening tapes, Language Master, etc.

e. Teachers, aides, and volunteers will be instructed in the use of, and will work with, such materials in the teaching of phonics as Palo Alto, Katherine Stern, Sullivan, etc.

f. Teachers will be given two equally difficult selections, one of universal interest and another on a dull topic. They will be given a comprehension test. It is anticipated that they will achieve a higher score on the interesting topic. This experience will demonstrate to the teachers the subjective differences in reading interesting and dull materials. They will learn to use one or more readability formulae.

g. and h. Case histories will be used in discussion groups.

i. Teachers and aides will plan and arrange a reading materials exhibit for the community with demonstrations of both commercial and teacher-made materials.

j. The impact of this activity depends on its unfamiliarity to the participants. It will therefore not be described in detail. It will involve the teachers and aides in a very rigid approach to a normally pleasurable activity to give them a feeling for ways in which they may unwittingly make classroom teaching dull.

Objectives for Aides and Volunteers

a. The aides and volunteers will carry out with individual children the educational prescriptions developed by the teacher and the consultant.

b. Aides and volunteers will consult freely with teachers and/or reading consultants during the course of their work.

Outline of Learning Activities for Aides and Volunteers

The aides and volunteers will participate in the above activities described for teachers. Additional activities will include the use of individual children as models as the teachers instruct the aides and volunteers in the use of specific materials and methods.

MAMARONECK
TUTORIAL PROGRAM

I. Criteria for selection of Right-to-Read candidates:

A. Low reading ability as determined by cumulative records, teachers' judgment, and available group test scores. (Gates-MacGinitie Readiness, Metropolitan and Stanford Achievement Tests)

B. Ability to profit from additional instruction as determined by:
1. Individual reading assessment: individually administered tests frequently used include:
- Botel Reading Inventory
- Slosson Oral Reading Test
- Slosson IQ Test
- informal reading inventories
- Wisconsin Design for Reading Skills Development - Word Attack and Study Skills
2. Teachers' judgment
3. Individual psychological evaluation
4. Group mental ability test scores (Otis-Lennon Mental Ability Test)
5. Reading consultant's judgment
6. Parents' judgment

C. Underachievement

II. Methods

Methods are eclectic and based on the individual needs of the pupils. After the teacher has diagnosed the pupil's specific need, he/she writes behavioral objectives for the pupil and selects appropriate methods and materials.

III. Materials

Emphasis is placed on using a wide variety of materials including:

Manipulative materials
Games
Puzzles
High interest/low ability books and magazines
Tachistoscopes
Cassettes and records
Film strips
Overhead projectors

Since materials are shared and housed in a resource room the variety of materials used does not necessitate unusual expenditures.

IV. Evaluation

Progress of the students is monitored at six-week intervals. A formal evaluation is prepared annually in which tutorial pupils' progress is compared with that of other students (analysis of covariance).

Results have established the effectiveness of the Right-to-Read program, especially for students who remain in the program a full year.

The Wisconsin Design for Reading Skill Development represents a systematic attempt to:

1. State explicitly an array of reading skills that, by long standing consensus, are essential for competence in reading.

2. Assess individual pupils' skill development status by means of criterion-referenced tests with respect to explicitly stated behaviors related to each skill.

3. Provide a comprehensive management system to guide grouping for and planning of skill development instruction.

4. Monitor each pupil's progress in the development of specific skills.

The Wisconsin Design for Reading Skill Development is a prototype of the essential components of a reading skill development program for the elementary school, and as such, is subject to adaptations at the local level. It is the framework, not the total program. It incorporates techniques and materials which are currently being utilized in our schools; it does not provide additional instructional supplies, but rather, assessment and management tools.

The specific components of the Design are as follows:

1. The Outline of Reading Skills and related behavioral objectives.

2. Guides to informal individual skill observation.

3. Tests for skill assessment designed for group or individual administration.

4. Several alternative means for individual and group record keeping.

5. A model Teachers' Resource File of published materials for teaching the word attack, comprehension and study skills.

6. Collected teacher-directed activities and procedures for teaching the word attack, comprehension and study skills.

7. Guidelines for directing observations of pupil performance and planning pupil activities in the areas of self-directed, interpretive, and creative reading.

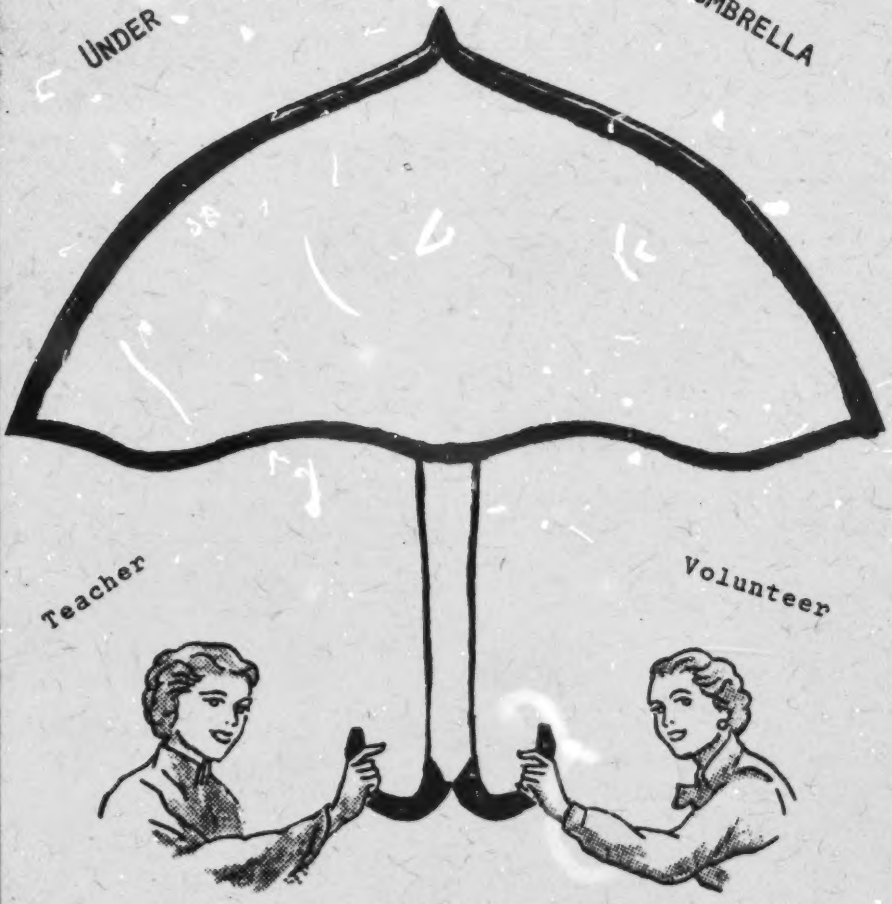
8. Guidelines for implementing the system (included in the Rationale and Guidelines volume and in one limited specifically to implementation in the classroom).

The skills included in the outline are grouped in six major areas:

Word Attack, Comprehension, Study, Self-directed Reading, Interpretive Reading, and Creative Reading Skills. The Word Attack and Study Skills elements are the only two completed areas at the present time. The 45 word attack skills are clustered at four levels, A to D, approximating the traditional grade levels of Kindergarten through third grade.

B-1

UNDER THE READING UMBRELLA



READING WORKSHOP SUMMER 1971

Margery Bernstein
George Corvine
Barbara Greebel
Miriam Hoberman
Ginger Kauppi
Harriet Merritt
Cheri Schade

Mamaroneck Public Schools
Mamaroneck, N.Y.

INTRODUCTION

The Umbrella for Reading Inservice program for Teachers K-3 is the result of two years of effort on the part of the Instructional Council, the Reading Teachers and the Administration of the Mamaroneck Public Schools. They deserve our thanks for the development of the positive support system outlined in this booklet.

During the 1969-70 school year, under the auspices of the Instructional Council, each school undertook a survey of its reading practices. It became immediately apparent that apart from a commitment to individual instruction in reading, there was little agreement among teachers as to approaches, methods or materials.

The reading symposium conducted in the fall of 1970 provided the elementary staff with an opportunity to observe members of the teaching staff who had developed and enjoyed a successful reading experiences with their pupils. As a consequence of this symposium, the reading teachers developed a project that was funded under the Educational Professional Development Act. This funding will permit teachers to be released from classrooms to engage in individual and small group involvements with students and the reading consultant. These sessions will reinforce the learnings garnered from the series of large group inservice activities. The inservice meetings will be conducted on alternate Mondays during faculty meeting time in each of our elementary schools.

The role of our reading consultants has dramatically changed over the past five years and with the advent of the "Right to Read" program, coupled with the inservice activities that have been planned by the reading teachers, we are in an excellent position to provide for a basic, strong classroom reading experience for every child. Hopefully the interest that has been generated by our staff will be transmitted to students and community and our efforts will be rewarded by ever improved service to our pupils.

Children need basic skills before learning to read.

CAN YOU LIST THESE PREQUISITES?

Tests can be very helpful to diagnose reading ability, perceptual skills and interests.

3.2

b---d

After the soldier ....

bass-bath

saw - was

omnipotent

1.8

DO YOU REFER TO THESE TESTS WHEN FORMULATING YOUR PROGRAMS?

Building up a child's strength and overcoming his weaknesses takes skill and understanding.

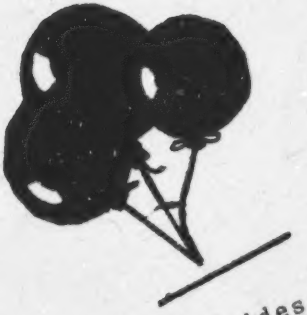
GIVEN A CHILD"S LEARNING BACKGROUND, COULD YOU PLAN A PROGRAM SUITED TO HIS NEEDS?

A child who has a visual and/or auditory problem needs specific training.

CAN YOU SELECT AND USE APPROPRIATE MATERIAL SEQUENTIALLY TO HELP HIM OVERCOME HIS WEAKNESS?

Being able to decode words using phonics is an essential ingredient for good reading programs.

goat	meat	seek
feed	raid	peach
reach	boat	aid



The man (ride, rides, riding) by the house.

ARE YOU FAMILIAR WITH PHONETIC SKILL DEVELOPMENT AND DO YOU CORRECT SKILL GAPS WHEN THEY OCCUR?

Some children are able to read independently, but don't like to read.

"I hate to read," said John,

"Why do I have to?"

WHAT METHODS AND MATERIALS WOULD YOU USE TO INTEREST HIM IN READING?

Often a child with superior reading ability n. ds to be challenged.

WHAT INFORMATIVE AND/OR CREATIVE ACTIVITIES CAN YOU THINK OF TO BROADEN THIS CHILD'S DEVELOPMENT?

So many children don't read as well as their intelligence suggests.

MAY

1st Grade

I.Q. 103
Reading - PP(?)

What Can You Do?

JANUARY

2nd Grade

I.Q. 120
Reading 2.5 (?)

What Can You Do?

March

3rd Grade

I.Q. 88
Reading - Primer (?)

What Can You Do?

WHAT CAN YOU DO TO HELP THIS SEGMENT OF YOUR CLASS?

Many times you have to construct, write, or develop activities to correct a specific reading difficulty.

CAN YOU ADAPT COMMERCIAL GAMES AND ORDINARY CLASSROOM MATERIALS TO ENHANCE AND PROMOTE LEARNING SO IT IS ENJOYED AND RETAINED?

As a result, children will develop a positive attitude toward reading.

LOOK AROUND TOMORROW IN YOUR CLASSROOM. DO ALL THE CHILDREN ENJOY READING AND WHAT HAVE YOU DONE TO FOSTER ITS CONTINUANCE?

At the conclusion of this workshop, you will know:

1. The prerequisites for initial reading and for two more advanced reading tasks.

2. How to select reading diagnostic tests, interest inventories, and visual and auditory perception tests; how to administer them to children and write a diagnostic interpretation of the results.

3. How to select from a variety of materials and techniques those that will help a child build on his strengths and overcome his weaknesses and construct a plan for their use.

4. How to devise or choose techniques to eliminate specific perceptual weaknesses and initiate a plan for remediation.

5. How to identify the phonetic skills necessary to decode a given reading selection and be able to teach these skills.

6. What to do when a child says he doesn't like to read by using interview and/or interest inventories to identify a specific interest, locate materials related to his interest at his reading level, and develop with him a project that will involve him in reading.

7. What to do when a child has superior reading ability by selecting activities and material of appropriate difficulty and challenge to use in an individual reading program.

8. What to do with a child whose actual reading ability is below his potential, as indicated by his general intelligence level, by choosing activities and materials for an individualized program.

9. How to help a child with a specific reading difficulty by making either a game, writing a passage or planning an experience that responds to the difficulty.

10. Other ways to conduct your reading class in such a way as to develop a more positive attitude toward reading in your pupils.

Chatsworth Murray	Central Mamaroneck Ave.	Aides and Volunteers Week of:
September 13	October 4	October 4
October 18	November 1	November 1
November 8	November 15	November 15
November 22	December 6	December 6
December 13	January 3	January 3
January 10	January 17	January 17
January 31	January 31	January 31

SESSIONS FOR TEACHERS WILL START PROMPTLY

at 3:15 ON MONDAYS AND CONCLUDE AT 4:30.

- *Aides and Volunteers will be notified of the exact date and time.*

CS001 860

MAMARONECK PUBLIC SCHOOLS
READING PROGRESS CARD

Name _____

School _____

CODE: G = Good (has skill & utilizes)
F = Fair (is developing skill & utilizes)
W = Weak (has difficulty with skill utilization)

ADD COMMENTS ON THE BACK

	K	1	2	3	4	5	6
Oral Expression							
Word Attack Skills							
Names letter							
Identifies Consonant Sounds							
Blends							
Digraphs							
Identifies Vowel Sounds - Short							
Long							
Variants							
Blends Sounds to Make Words							
Uses Syllabication							
Uses Structural Analysis							
Comprehension Skills							
Uses Context							
Grasps Main Idea							
Follows & Recalls Sequence							
Recalls Details							
Summarizes							
Uses Interpretive Skills							
Study Skills							
Outlines							
Uses Dictionary							
Locates & Uses Reference Books							
Follows Directions							
Reads Maps, Charts, Graphs							
Oral Reading Skills							
Fluency							
Sight Vocabulary							
Comprehension							

Language Spoken at Home
(specify) _____

	K	1	2	3	4	5	6
Silent Reading							
(indicate grade level)							
Instructional level							
Independent level							
Special Help Received:							
(check)							
English as Second Language							
Reading							
Speech							
Specific Learning Disab.							
Tutoring(incl. Rt to Read)							
Other:							
(see comment box)							
If child seems to learn best							
by specific method(s) ✓ below							
Phonetic Techniques							
Visual Techniques -							
Kinesthetic Techniques							
Multi-Sensory Approach							
Attitude Toward Reading							
(check one)							
Reads a Great Deal							
Does Required Reading							
Reads Very Little							

32

TEACHER COMMENTS

(Include specific materials used: star those most successful)

K

Date: Teacher:

1

Date: Teacher:

2

Date: Teacher:

3

Date: Teacher:

4

Date: Teacher:

5

Date: Teacher:

6

Date: Teacher:

Special recommendations for 7th Grade

Date: Teacher:

MAMARONECK ELEMENTARY SCHOOLS
Library Media Centers - Skills Inventory - Fifth Grade

Name _____ Class _____

1. ALPHABETIZATION

Alphabetize the following book titles by numbering them in their correct order:

_____	Bicycle Mystery	_____	Circus Stories
_____	The Apple Family	_____	A Wrinkle in Time
_____	Three Strong Women	_____	Charlotte's Web

2. LIBRARY LANGUAGE

Match the terms with their meanings:

index	publisher	contents	audio-visual materials	call number
author	illustrator	fiction	copyright date	biography
spine	title	media	non-fiction	

_____ company which prints a book

_____ materials for hearing and seeing

_____ person who makes pictures for a book

_____ story that is not true

_____ date book is published

_____ a list of chapters usually found at beginning of book

_____ story of person's life

_____ holds book together and tells title, author and call number

_____ a book containing facts

_____ alphabetical list of subjects usually found in the last part of a book

_____ name of book

_____ number on a book which tells its location

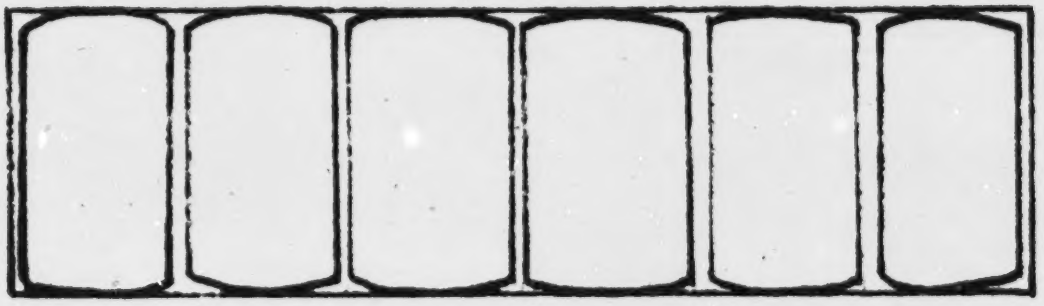
_____ all materials found in our library media center

(cont.)

3. LIBRARY MEDIA CENTER ARRANGEMENT

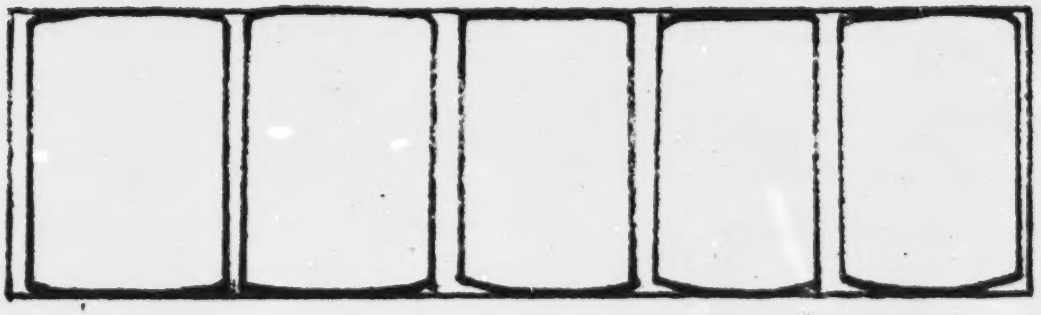
Arrange the following fiction books in proper order on the book shelf below:

Bonham	Durango Street
Fitzgerald	The Great Brain
Warner	The Caboose Mystery
Kjelgaard	Forest Patrol
Clymer	My Brother Stevie
Fitzhugh	Harriet the Spy



Arrange the following non-fiction books in proper order on the book shelf below:

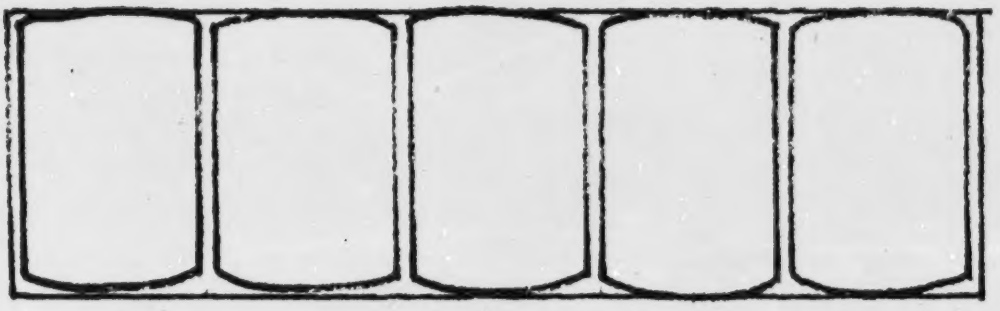
599 A	Adamson	Born Free
970.1 L	La Farge	The American Indian
793.8 L	Leeming	Fun with Magic
973.2 D	Dalgliesh	America Builds Homes
133 K	Kettlecamp	Sixth Sense



(cont.)

Arrange the following biographies in proper order on the book shelf below:

AUTHOR	TITLE
Kaufman	Thomas Edison
White	Meet John F. Kennedy
Hume	Florence Nightingale
Burton	Louis Pasteur
Richards	Louis Armstrong



4. THE CARD CATALOG

Fill in the blanks by referring to the sample card:

Folklore

398.4 Hardendorff, Jeanne B.
H Witches, wit, and a werewolf;
illus by Laszlo Kubinyi. Lippincott,
1971
124p illus

a. author _____

b. title _____

c. subject _____

d. illustrator _____

e. publisher _____

f. copyright date _____

g. call number _____

(cont.)

List three materials in addition to books that may be located by using the card catalog:

1. _____

2. _____

3. _____

5. REFERENCES

In which reference would you look to locate the following kinds of information:

A. encyclopedia

B. dictionary

C. World Almanac

D. atlas

Place the letter symbol for the reference you would use to find the information on the line provided:

_____ 1. information for a report

_____ 2. statistical information

_____ 3. meaning of a word

_____ 4. location of countries